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ABSTRACT

This guide is designed for use in establishing, implementing, and evaluating a program in which adults from the community serve as mentors for high school students to accomplish the following goals: improve student career understanding and literacy, show students real relationships between learning and earning a living, show students the need to be skillful problem solvers, acquaint students with career opportunities in a broadening context, and help students make informed curricular and career choices. Discussed in the first three sections are the case for mentoring, the effectiveness of mentoring in helping students develop decision-making skills, and steps in establishing a school mentoring program. The fourth section includes the following tools for program operators: mentor materials, a letter to community leaders, suggested activities for mentors, a mentor code of conduct, a mentor application form, a mentor profile, a mentor's directory, student materials, a student profile, student guidelines, a student contract, a letter to parents, a parental permission form, and a field trip permission form. Student and student evaluation program forms are provided. Five references and four resources conclude the guide. (MN)

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Mentor's Guide to Improved Equity in Decision Making

Roles, Methods And Influences

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Equity Report 109

1993

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MENTORS GUIDE TO IMPROVED EQUITY IN DECISION MAKING

Roles, Methods, and Influence

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Carrollton, TX

1993

About the Author

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Mr. Greer has also been active in and has held leadership positions and been committee chair in numerous professional associations through the years in Texas Counseling Association, Texas Career Guidance Association (including past president), Texas School Counselors Association, National Career Development Association, North Central Texas Counselors Association, and Dallas Counselors Association.

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FOREWORD

This document draws on some of the research and development that is described in the literature and upon presentations by practitioners in the field made at professional workshops. The documents in the Tools for the Program Operator section of this manual are adapted from and draw upon the experience and recommendations of Jeri McGraw, Carrollton/Farmers Branch ISD and Myra Hasty, Grand Prairie ISD, Texas.

This document is designed to be used in conjunction with other materials developed to assist schools and school districts to "ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION AND APPLIED TECHNOLOGY EDUCATION", North Texas State University, 1993.

Students, especially high school age students often expect to work but do not necessarily expect to learn anything of significance in doing so. President Clinton while Governor of Arkansas pointed out that "the United States has no real system for moving its young people smoothly from school into the workplace and he suggested that in today's world economy, such a situation is a near disaster". School/business partnership programs in schools help provide the opportunity for workplace inclusion to address and help to eliminate bias and stereotyping in the workplace.

This document focuses upon the use of adult mentors form the community to:

- improve student career understanding and literacy
- show students real applications between learning and earning a living
- show students the need to be skillful problem solvers
- acquaint students with career opportunities in a broadening context
- help students make informed curricular and career choices (adapted from Turpin 1981).

There is a need for "a financial commitment to the partnership by both parties of mentoring programs for pre-planning, monitoring, and evaluation". Schools must provide for leadership and business must provide release time for its personnel to participate.

It is hoped that the materials presented in this document will be useful in developing programs for students to touch the future, through experiencing, valuing, and planning for themselves with the help of caring adults from the community.

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I. A Case for Mentoring

At an early age children conceptualize what they want to be in terms of social roles with gender being one of them. Girls largely narrow what they want to be into three categories of occupations: teaching, nurturing/caretaking, and clerical/secretarial. As a result, the American occupational structure employs women in fewer occupations which are generally at a lower level and poorer paying than jobs for men. For this reason it is important to use career role models to influence women and men to pursue non-traditional careers.

The occupational component of education ranks very high among our society's expectations. Most people believe that a meaningful career is an important part of a person's life. Young people are not unlike their elders in this regard. They want to take more control over their own lives. They want to achieve on their own terms. They are asking for more responsibility.

According to the Social Research Group of George Washington University, (Coleman *et al.* 1973) "the age of adolescence has been recognized generally as a time of uncertainty and frustration, at least in advanced modern societies. But there is an increase in the expressed intensity of these frustrations as evidenced by ... social phenomena (increasing drug usage, runaways from home, and the growth of a distinct youth culture)." These frustrations have many causes. Students can no longer expect to equal or exceed their parents economically. In contrast many social messages from advertising, TV, et. al. suggest the "good life" with cars, clothes, apartments, and furnishings that require a personal economy that few young people can achieve. What is not obvious on these TV programs is how the characters earn their income or how they have advanced into these careers and attained their status so quickly. In addition there is now a significantly widening gap between "entry level" jobs and "advanced level" jobs with little or no career ladder connecting these levels. Youth can see jobs/careers that they wish to attain, but are unable to ascertain how experience and training work to help them attain their goal.

Youth have a need to develop skills in working with others. They need to see value in discipline, especially discipline imposed by a common task and purpose. They need help developing the understandings that give direction to their lives as well as the motivation to learn how to implement their goals. Unfortunately, there are potentially damaging results from some of their inappropriate expectations and faulty comparisons. What others expect from young people should prompt them to believe that "they can do it." Too often their own low expectations dampen their beliefs in themselves and in their own abilities, making a difference in what they achieve. What young people want is often a reflection of the expectations parents and other people have of them.

II. Mentoring an Effective Approach

Students today are faced with a complex and changing world. They are challenged with making decisions that are critical to their future. Mentoring can play an important role in helping youth with the resources and understandings they will need to develop as a part of their decision making process. There is a clear indication in career research that suggests that career models, especially female models, appear to exert a strong influence on the career aspirations of women. It also shows that women experience a mentor relationship much less often than males. Through this process of mentoring we can hope to make a difference in the lives of youth.

The concept of mentoring isn't new. In ancient Greece, Mentor was the name of one of the loyal friends of Odysseus. Odysseus fought in the Trojan War. Before he left his homeland to fight in this war, he entrusted his son, Telemachus, to Mentor. Over time the term mentor has come to mean "a wise and loyal advisor, teacher, or coach." A mentor encourages, listens, gives advice, advocates, acts as a role model, and shares information and experience.

Issues that students need help with are:

Learning to locate resource materials
Utilizing realistic career materials
Evaluating materials for bias
Developing decision-making skills
Investigating advancement potential in a career
Understanding changes in the workforce of tomorrow
Assessing the effects of gender bias
Understanding career development as a life long process
Relating school to work, ie. outcomes and competencies
Investigating labor needs in a global economy
Assessing the work force needs of the future
Understanding legislation related to sex discrimination
Reviewing data on the socioeconomic effects of stereotyping
Dealing with harassment or intimidation
Investigating non-traditional roles in popular TV programs
Identifying sex-role stereotyping in TV programs
Defining terms relating to stereotyping
Responding to actions that are sex biased

"Mentoring has strong common sense appeal. Adults who feel helpless in the face of complex economic and social problems can make a tangible contribution by working with a single young person. And adults who remember someone important to them while they were growing up often wish to play such a role in a young person's life". (Hamilton & Hamilton, 1992).

III. How to Establish a School Mentoring Program

"The growing fear of a low-skill, low-wage economy is persuading many observers to support dramatic changes in the way the nation handles the transition from school to work (Lewis, 1991). How often do closed systems and closed minds lead to under employment and underrepresentation in the workforce? Men and women will need to look to different often non-traditional employment and training opportunities to fulfill their economic needs in the future.

What is called for is a partnership between schools and community to jointly introduce youth to opportunities upon which they can build their future. A massive federal government approach is not as feasible as a low-cost grassroots alternative. Recent research leads us to realize that mentors can make such a contribution to student's lives.

Joint programs between the schools and the community to help youth may never live up to meeting the needs of the massive numbers of students in this country, however; there is a reasonable expectation that a significant contribution can be made. "Our goal should be to maximize the number of mentors who can do such things and to match them productively with the young people who most need their challenge and support" (Hamilton & Hamilton, 1992). A mentor should be able to be a role model, a teacher, an advisor, and sometimes fill a quasi-parental role.

Recruiting and training mentors is a difficult job and requires staff resources that may be difficult for schools to commit. However, the benefits to students outweighs the perceived barriers to the development of the mentor program. While some assistance to the schools in developing the mentor program can be expected from business and civic organizations, there will be scheduling conflicts, time constraints, communication problems, unclear expectations, and transportation problems. The program may take longer to get organized and underway, and it may fall short of its goals. Such constraints may inhibit the development of mentor programs. What is needed is the courage to take action so that youth can benefit now from personal contact with the working world under the guidance of a caring adult.

Linking with the world of work through the creation of a mentor program can be accomplished through following some simple guidelines contributed through the work of Stephen & Mary Hamilton, 1992.

- Employers and organizations that are willing to take on the task of finding volunteers within their ranks are a more promising source of mentors than one-at-a-time recruitment.
- Mentoring programs should concentrate on youths in need.
- Mentors need clear goals.
- Building competence is the most functional goal for mentoring.

- Mentors need continuing support.
- Mentoring is rooted in a paradox. (Youth need caring adults/adults are busy and have little time to devote to youth).
- Mentoring needs a context.
- Mentoring is worthwhile. (Hamilton & Hamilton, 1992)

Matching mentors to students becomes the responsibility of the school's program coordinator. To do this effectively, the coordinator must be well acquainted with the mentor through providing training and visiting the work site of the mentor and through knowledge of the student and the student's needs. To do this, the coordinator needs to provide a structure for training mentors. For example, the coordinator will set up times and locations for training sessions and be responsible for identifying training goals and arranging for presenters who will work with the mentors. The coordinator will interview mentors and develop a profile of the mentor and the work site.

On the side of students, coordinators need to determine how students will be identified for participation in the program and how to assess their needs toward the end of matching mentor and student. In some of the programs reviewed in the literature, parents were also involved in identifying the needs of their youth and in visiting the work site selected for their student. A benefit of parent involvement is their buy in, support and cooperation.

In describing the Science Mentoring Program of the Indianapolis Public Schools, Jean Waltner relates sample projects that students were involved in with their mentors.

- Problem-solving, programming, and troubleshooting with IBM networks.
- Preparing and staining specimens for use with light, phase, and electron microscopes.
- Calibrating air quality sampling instruments, collecting data via telemetry, using a computer model to examine and manipulate air quality variables.
- Investigating the variables influencing hormones and growth.
- Programming with machine, Pascal, and Applesoft languages.
- Teaming with medical students for dissection in a cadaver lab.
- Using scanning electron microscopy in diabetes studies.
- Studying enervation mechanisms of joints in arthritic animals.
- Designing and constructing a gauge to measure tolerances of machine tools.

- Mastering computer commands needed to digitize topographic map information (Waltner, 1992).

There is a need for the students to gain specific insights from their experiences in order for there to be a continuing buy in on the part of schools and business. The above examples suggest that there are wonderful opportunities that students cannot experience or understand out of the context of the work site. The issues that students need help with that were described in chapter II can be infused into the activities that the mentor plans to share with the student, for example "relating school to work, ie. outcomes and competencies".

Mentors need support too. Hamilton, 1992, discuss program coordinators "who worked as mentors to the mentors, discussing with them the challenges of mentoring, offering support and recommending alternative strategies" (Hamilton & Hamilton, 1992). Mentors have experience and expertise that may not include working with youth. They may not find mentoring comfortable and rewarding without the support of a trained educator. With appropriate support and feedback they should find the rewards of working with youth. The following chapter provides support to the program coordinator who is faced with the start up of a mentor program. There are also references and resources listed at the end of this document which are well worth reviewing.

IV. Tools for the Program Operator

The following pages provide a host of materials that would assist any school. First, the following is a short summary for each tool provided.

Materials to use with Mentors

Letter to Potential Mentors

This letter is designed to help solicit interest from community members who are identified as possible mentors. If larger businesses can supply multiple mentors, there may be a reason to have a meeting and change this letter to an announcement of the meeting.

Suggested Activities for Mentors

This sheet is designed to encourage a broad look at activities that are appropriate for local school mentoring programs. Program operators are encouraged to adapt this list to fit the circumstances of their particular program. A sheet such as this can be used as a mail out or as a part of a formal training package. Parents should also be aware of the kinds of activities involving their youth and this can be used in orienting them.

Mentor Code of Conduct

It is appropriate to give consideration to issues relating to contact with students before an issue arises over appropriate behavior with a student. This sheet can also be used as a mail out or as a part of a training package. It may also be used with parents if they are receiving an orientation about how the program is to operate.

Mentor Application Form

This application helps school staff in soliciting information to help in their selection of mentors. It is also used to gather initial information that will be used in matching . students to mentors. It is designed to focus on the seriousness of contact with youth, and it may well be modified to meet the philosophy of the local school district.

Mentor Profile

This sheet solicits mentor information that will be used to help match students to mentors. It is important that such a form be adapted to the situation so as to maximize its usefulness.

Mentor's Directory

The mentor's directory is designed to provide useful and emergency information. This directory should be with the mentor at any time that the student and mentor are off campus together.

Mentor Program

Date: _____

Dear Community Member:

As a member of the business community you are in a unique position to work with students at our school. We are in need of positive role models to work with students on a one on one basis. Students need to be helped to see how their education is relevant to the real world. You can be a link between the school and the working world. This effort depends on people like you. Your reward will be in becoming a vital part in the overall development of a young person.

A significant focus of this program is to help students develop an understanding of gender issues relative to the work place. Traditional vs. non-traditional jobs, sex role stereotyping, gender bias, etc., and how these issues are changing in the work place are significant to this program.

If you are interested in working with a student as a mentor, you can volunteer some of your time and effort to this program. Please read this book, fill out the mentor profile sheet and application form, and return them to the office of the Mentor Program Coordinator. You can expect to hear from the Mentor Program Coordinator about the scheduling of an orientation session and training of mentors for this program.

Sincerely,

Mentor Program Coordinator

Suggested Activities for Mentors

The following list is presented to demonstrate the variety of appropriate activities in which you and your student can engage. It is not meant to limit you; rather, it is meant to encourage you to think about the variety of activities that you might plan.

Have breakfast or lunch with your student.

Send notes or cards of encouragement.

Take the student on a trip to your work place to share your career.

Take the student to a work place that corresponds with the student's career interests or other special interest.

Attend school activities with your student, especially attend those in which the student participates.

Call or visit the student at home or school to check on how s/he is doing. Visits should only occur when a parent or other responsible adult is at home and only with prior arrangement with them.

Visit a local training program at a college or a trade school with them.

Take the student to civic or professional meetings with you.

Share interests and hobbies with your student.

Send birthday/holiday cards to your student.

Assist with special projects, provide resource and information or coach the student in their academic or physical activities.

Friendship in this relationship should be based more on a detached concern for the welfare and future of the student and less on being a "pal".

Mentor Code of Conduct

There are several considerations you must make in establishing the mentor/mentee relationship. The youth you are assigned to are usually minors, a "child" in the eyes of the law. As an adult you are going to be presumed to dominate the relationship, provide leadership, be a role model and a teacher. You will be responsible for what happens. Below are some important issues for which you are responsible; but, this is by no means a comprehensive list of such issues.

Requirements:

1. You must have the statutorily required license and insurance in effect on any motor vehicle that you operate while transporting your assigned student.

2. If you suspect drug or alcohol abuse, physical abuse, sexual abuse, pregnancy, or any other threat to the student's health or welfare, notify the student's counselor **immediately**. The counselor will advise the proper authorities.

Avoid the appearance of impropriety in all actions with your assigned student:

No drugs or alcohol may be used in your student's presence.

No overnight trips may be taken with your assigned student.

No physical sexual involvement is allowed with your student. This constitutes child abuse and subjects you to criminal penalties.

No outings may be taken without prior written parental approval. It is recommended that, for outings, you take another adult with you, whether it be your spouse or an adult friend.

No student is permitted to leave school without a proper release from the school official responsible for attendance at the school. Make sure that the student has their "permit" to leave school with them when off campus.

Mentor Program

Mentor Application Form

Information on this form will be used for screening you as an applicant for the school's Mentor Program. A safe and secure environment for those students participating in the Mentor Program is an important issue. Personal information is requested for the purpose of running a criminal background record check only. Advise the school personal involved in the Mentor Program immediately of any changes in this information.

Personal Information

Name: _____ Date: _____
Last (PRINT) First Middle

Texas Drivers License #: _____ Date of Birth _____

Social Security #: _____ Gender (sex) _____

Marital Status: ___ Married ___ Single ___ Widowed ___ Divorced

Parental Status: ___ Number of children Ages: _____

Present Home Address: _____
Number Street Apt. #

_____
City State Zip

Telephone #: Home: (___) _____ Work (___) _ _____

Employer: _____

Work Address _____
Number Street Suite #., etc.

_____
City State Zip

Supervisor's Name _____ Work #: (___) _____

Explain any handicaps or conditions you have that could prevent you from certain activities or limit your role as a mentor.

_____

_____

_____

Have you ever been convicted of child abuse? ___ Yes ___ No
If yes, please explain below.

_____

_____

Have you ever been convicted of child abuse involving actual or attempted sexual molestation? ___ Yes ___ No
If yes, please explain below.

_____

_____

Have you ever been convicted of a drug-related offense? ___ Yes ___ No
If yes, please explain below.

_____

_____

Please describe the activities or contributions that you prefer to provide through the Mentor Program:

_____

_____

_____

Preference: ___ Male student ___ Female student ___ No preference

Indicate when you could best participate in mentor training. (*Circle any*)

Evenings M-Tu-W-Th-F Weekends Sat-Sun Weekdays M-Tu-W-Th-F

Two Personal References (No Relatives)

Provide complete information, or application **cannot** be processed.

Name: _____	Name: _____
Address: _____	Address: _____
City: _____	City: _____
State: _____	State: _____
Zip Code: _____	Zip Code _____
Work Phone: (___) _____	Work Phone: (___) _____
Home Phone: (___) _____	Home Phone: (___) _____

Applicant's Statement

I certify that the information contained in this application is correct to the best of my knowledge. I authorize the School District to receive and review my criminal history record maintained by any law enforcement agency; and I further authorize anyone listed in this application to give the School District any information regarding my character and fitness for working with children. I release all such references from liability for any damage that may result from furnishing such information to the School District and I waive any right that I may have to inspect the references provided on my behalf.

_____ _____

Applicant's Signature Date

Please return to:

_____ _____ _____

Mentor Program Coordinator Review Completed by Date

_____ _____

Assigned as Mentor by Date

Mentor Profile

Name: _____ Phone #: _____

Thanks for your interest in becoming a mentor. The following information will be useful in matching you with a student.

1. List the hobbies, extracurricular activities, and interests you had when you were in high school.

_____

_____

_____

_____

2. List your current hobbies and interests.

_____

_____

_____

_____

3. List your job title and provide a brief description of your job or business.

_____

_____

_____

_____

4. List personal characteristics that you have that would be beneficial in mentoring a student, ie. leadership, good listener, experience background, etc.

_____

_____

_____

_____

5. Please provide the names of anyone that you think would make a good mentor? Please print their name(s) and phone number(s), if possible.

_____

_____

_____

_____

MENTOR'S DIRECTORY

Phone Numbers of People to Contact

School Name: _____

School Address: _____

City, State, Zip: _____

Telephone #: _____

	Name:	Telephone #:
Principal:	_____	_____
School Secretary:	_____	_____
Asst. Principal:	_____	_____
Attendance Clerk:	_____	_____
Counselor:	_____	_____
Counselor's Clerk:	_____	_____
Mentor Program Coordinator:	_____	_____

Emergency Info.:

Parent/work #:	_____	_____
Doctor/phone #:	_____	_____

Students Name: _____

Address: _____

City, State, Zip: _____

Telephone #: _____

It is advisable to keep a copy of this directory with you.

Student Materials

Student Profile

This sheet solicits student information that will be used to match students to mentors. It is important that such a form be adapted to the situation so as to maximize its usefulness.

Student Guidelines

This sheet affords the opportunity to clarify with all parties, especially with the student, the expectations that the program has for the student. Here we find an opportunity to influence student behavior such as attendance. Other guidelines may be added to encourage students to behave in such a way as to meet the goals of the program.

Student Contract

A contract, or a written agreement is encouraged between the student and school officials. This serves to focus attention on meeting one's responsibilities. A much more detailed contract could be developed if desired.

Student Profile

Name: _____ Age: ___ Gender: _____

School: _____ Grade: _____

1. List ways you spend your free time.

_____

_____

_____

2. List your hobbies and/or your special interests.

_____

_____

_____

3. List jobs that you think you would like as an adult.

_____

_____

_____

4. List school subjects you like best.

_____

_____

_____

5. List school subjects you like least.

_____

_____

_____

6. List careers that you would like to learn more about.

_____

_____

_____

7. List activities that you do for fun.

_____

_____

_____

8. List adjectives that describe you best.

_____

_____

_____

9. List school activities in which you are involved .

_____

_____

_____

10. List the location and hours of any job that you have.

_____

_____

_____

11. List things you wish you could do, wish you could be.

_____

_____

_____

Student Guidelines

1. The student agrees to attend school daily, attend tutoring sessions as needed, make every effort to improve grades, and attend scheduled meetings with the mentor. The student agrees to sign a contract detailing responsibilities.

2. The student may participate in the Mentor Program only after the Parental Permission Form has been signed by the students legal parents or guardian.

3. The mentor will meet with the student on the student's school campus for the first month of the program.

4. After the first month of the program, with the principal's permission as well as the parent's written permission, the mentor may take the student off campus for short periods of time --- to get a soft drink, to have lunch, to attend a professional/civic meeting, to visit the mentor's place of business, etc.

5. As a periodic reward for academic achievement and hard work, the mentor may invite the student to an outing, dinner in a restaurant, or some other specific event. The mentor must receive specific signed permission from the parent in order to take the student on such an outing. No overnight trips are allowed.

6. The mentor is in a position to represent the business community as a role model and to; a.) let students know what jobs are available in the private sector, b.) communicate the educational path necessary to attain desired jobs, c.) explain behaviors that constitute successful employees in the world of work.

7. The field trips that students take with their mentor will help students with goal setting, decision making, and with career path exploration.

MENTOR PROGRAM

CONTRACT

In return for having a Mentor, I do hereby agree to:

1. Attend school daily.
2. Improve my grades.
3. Attend tutoring sessions as needed.
4. Keep all appointments with my mentor.

Signed and agreed to this ___ day of _____ 19___.

_____	_____
Student Signature	Counselor Signature
_____	_____
Principal Signature	Parent Signature
_____	_____
Assigned Mentor's Name	Assigned Mentor Name

Parent Materials

Letter to Parent(s) or Guardian(s)

This letter is designed to inform parents of the opportunities that are available to their student through participation in the mentor program. Such a letter needs to clarify that the school and the mentor program support the parent's rights. It should encourage parents to consider the unique nature of the mentor program and its benefits to their student.

Parental Permission Form

This form is very important to all concerned. Parents should be helped to understand the importance to the school and the business community of the responsibility and risk that they assume in offering such a program. Parents should always feel free to withdraw their approval and consent.

Mentor Program

Date: _____

Student: _____

Dear Parent(s) or Guardian(s),

Your student is interested in participating in the school's Mentor Program. This program will help your student understand better to how school and the world of work relate. As your student develops, issues of choice relating to the importance of school and work become critical. Many students make their choices with little basis of knowledge or experience. Many choose from careers that are traditional to their gender. Others will choose from a broader prospective. It is the goal of this program to help students make better choices.

The major benefit of this program is to match students and mentors from business to work together for the benefit of your student. These professionals are representatives of their career field as well as a friend and a teacher to the student. This program depends on professionals like this who are willing to become a vital part of a young persons development.

Your student has indicated an interest in participating in the Mentor Program. As the parent/guardian, your job is to determine the value of the program to your student. Look at the materials that you receive. Talk to your student about the world of work. Determine if your student could benefit from having a mentor. If you agree that this program is right for your student, then read and sign the Mentor Program Parental Permission Form and return it to the school.

Thank you for your support as we work to help your student succeed.

Sincerely,

Mentor Program Coordinator

MENTOR PROGRAM

Parental Permission Form

I am the natural parent or legal guardian of the below-mentioned student. I have reviewed the materials provided to me regarding the Mentor Program, including the Letter to Parents, Program Guidelines, and the Contract signed by my student. I understand that my student desires to enter into the Mentor Program in which my student will meet with a member of the business community on an informal basis to assist in encouraging my student's academic performance through a better understanding of the world of work.

I consent to the disclosure, to my student's assigned mentor, of information contained in my student's educational records, as deemed necessary for my student's educational development by my student's counselor, principal, assistant principal, or the Mentorship coordinator. This consent is given pursuant to the Family Educational Rights and Privacy Act, the Hatch Amendment, and all other state and federal privacy statutes.

It is my desire that my student enter the Mentor Program and meet with the assigned mentor. I authorize the mentor to take my student off campus, during the school day, for short periods of time, with permission of the principal and with advanced written notice to me. In exchange, I do hereby agree to waive, release, hold harmless and indemnify the school district, its Board of Trustees, the officers, employees, agents, representatives, mentors, and volunteers from any and all responsibility owed to the student, the parents, or their legal representatives, heirs and assigns from any and all claims, demands, actions, judgments, causes of action, of damages that the parent or student ever had or may have, whether caused by the negligence or gross negligence of the school district, its Board of Directors, the officers, employees, agents, representatives, mentors, and volunteers while the student is participating in the Mentor Program.

Signed and agreed to this _____ day of _____, 19 ___.

_____	_____
Student's Name (PRINT)	Parent's Name (PRINT)
_____	_____
Address	Parent's Signature
_____	_____ _____
City, State, Zip	Home Phone No. Work Phone No.

NOTE: This Parental Permission Form must be signed and on file in the school Mentor Program Coordinator's office before the student can participate in the Mentoring Program activities and field trips.

Single Field Trip Permission Form

It is always important that parents have knowledge and consent to the activities involving their student. This includes the right to approve or reject specific parts of the mentor program and to know at all times where their student is and how to reach the student in an emergency. Remember that this form is designed to be used in conjunction with the Mentor Program Parental Permission Form and is not valid if both forms are not on file with the program operator.

Single Field Trip Permission Form

Dear Parent/Guardian, Date: _____

The school district has a partnership with business professional people who have agreed to volunteer as mentors for students. These professionals have agreed to provide information and encouragement through personal contacts and field trips to businesses and schools. Through this program students are becoming aware of jobs that are available in the private sector, paths necessary to attain desired jobs, and what constitutes successful employee behaviors in the world of work.

As the parent/guardian you are asked to give permission on a trip by trip basis. The phone number and address of your student's mentor is included if you wish to contact the mentor before you give permission for the field trip.

This permission form will allow:

Student name: _____

Mentor's name: _____ Telephone #: _____

Mentor's address: _____

To participate in a field trip to:

Company/School/Meeting name: _____

Location: _____

Date and time frame: _____

Method of transportation: _____

Purpose of the trip: _____

_____

Signed and agreed to this _____ day of _____, 19 __.

_____ _____
School agent (Signature) Telephone #

_____ _____
Position Parent/Guardian (Signature) Date

Is the Mentor Program, Parental Permission Form signed and on file? __ Yes __ No

V. Evaluating the Mentoring Program

Evaluation of the mentor program will give feedback and insight into how the program is working. There is a need to measure the outcomes of the program to help improve it and also to justify its continuation. The student and the mentor form should be parallel where possible. This will allow comparative data to be drawn for statistical reporting purposes.

Mentor Program Evaluation

Student Form

1. How many times did you meet with your Mentor in the last semester? (Check one.)

   ___ 0-1 ___ 2-3 ___ 4-5 ___ 6-7 ___ 8 or more

2. What types of things did you do with your mentor? (Please list them below.)

   _____

   _____

   _____

3. How satisfied were you with your mentor? (Check one.)

   ☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Drop me from relationship

4. Please share any reasons for your feelings about your mentor: (This is confidential.)

   _____

   _____

   _____

   _____

5. How much did your mentor influence your life (values, school performance, decisions, etc.)? (Please circle your answer.)

   A Great Impact Some Impact Little Impact No Impact

   1 2 3 4

Comments: _____

_____

_____

_____

6. As a result of the Mentor Program I discovered: (Circle your best response.)

More about myself and more about others	More about others but little about myself.	More about myself but little about others.	Little about myself and little about others.	Nothing at all.
1	2	3	4	5

7. Please indicate your relationship with your mentor: (Circle)

Exceptional	Good	Fair	Weak	Non-Existent
1	2	3	4	5

8. If the mentoring program is continued next year would you choose to continue to participate in the program?

____ 1 = Yes, I would like the same mentor.

____ 2 = Yes, but with a different mentor.

____ 3 = Yes, but with a mentor with a different career.

____ 4 = No, I don't want to continue.

9. Please indicate the reasons for the feelings that you expressed in question 8 above:

_____

_____

_____

10. What can be done to improve the mentoring program and make it more useful to you?

_____

_____

11. What was your most valuable experience resulting from the mentoring program?

_____

_____

_____

12. How can improvements be made in the mentoring program to insure that it better fits your needs?

_____

_____

_____

13. Was the information made available in advance about your mentor helpful? (Please circle your answer.)

Very	Somewhat	Slightly	Not very	Not helpful
1	2	3	4	5

14. What benefit did you receive from the mentoring program. (Check all those which are applicable.)

____ A better understand of the importance of my education.

____ An awareness of what is required for success.

____ A willingness to work hard in school.

____ A better feeling about myself.

____ An understanding of non-traditional job opportunities.

____ It made little impact on my life.

____ Other. (Please explain.) _____

17. Please use the space below to provide general comments about the matching of students and mentors in the Mentoring Program.

_____

_____

Your Name: _____

Your Mentors Name: _____

Please return this now. Thank you.

Mentor Program Evaluation

Mentor Form

1. How many times did you meet with your Student during the past 6 months (semester)? (Check one.)

   ___ 0-1 ___ 2-3 ___ 4-5 ___ 6-7 ___ 8 or more

2. What types of things did you do with your student? (Please list them below.)

   _____

   _____

3. How satisfied were you with your student? (Circle one.)

Very Satisfied	Satisfied	Slightly Satisfied	Slightly Dissatisfied	Dissatisfied
1	2	3	4	5

4. Please indicate the reasons for your feelings about your student:

   _____

   _____

5. How much did your mentoring influence your student's life (values, school performance, decisions, etc.)? (Please circle your answer.)

A Great Impact	Some Impact	Little Impact	No Impact
1	2	3	4

   Comments: _____

   _____

   _____

6. As a result of the Mentor Program I believe that the student discovered: (Circle your best response.)

More about self and more about others.	More about others but little about self.	More about self but little about others.	Little about self and little about about others.	Nothing at all.
1	2	3	4	5

7. Please indicate your relationship with your student: (Circle one)

Exceptional	Good	Fair	Weak	Non-Existent
1	2	3	4	5

8. If the mentoring program is continued next year would you choose to continue to participate in the program?

____ 1= Yes, I would like the same student.

____ 2= Yes, but with a different student.

____ 3= Yes, but with a student with a different interest.

____ 4= No, I don't want to continue.

9. Please indicate the reasons for the feelings that you expressed in question 8 above:

_____

_____

_____

10. What can be done to improve the mentoring program and make it more useful to students?

(a) _____

_____

(b) _____

_____

11. What was your most valuable experience resulting from the mentoring program:

(a) _____

_____

(b) _____

_____

12. How can improvements be made in the mentoring program to insure that it better fits students needs?

(a) _____

_____

(b) _____

_____

13. Was the information made available in advance about your student helpful? (Please circle your answer.)

Very	Somewhat	Slightly	Not very	Not helpful
12	3	4	5	

14. In your estimate what benefit did the student receive from the mentoring program. (Check all those applicable.)

____ A better understand of the importance of an education.

____ An awareness of what is required for success.

____ A willingness to work hard in school.

____ A better feeling about self.

____ An understanding of non-traditional job opportunities.

____ It made little impact.

____ Other. (Please explain.)

(a) _____

_____

(b) _____

_____

15. Did you have a student with a different gender (sex) than yourself?

____ Yes ____ No

16. If there was a gender (sex) difference between you and your student, how did it influence your relationship? (Please circle the correct response.)

It was a good influence.	It did not make a difference	It was not a good influence.
1	2	3

17. Please use the space below to provide general comments about the matching of students and mentors in the Mentoring Program.

(a) _____

_____

(b) _____

_____

(c) _____

_____

(d) _____

_____

Your Name: (optional) _____

VI. Bibliography

Coleman, James S., *et al., Youth: Transition to Adulthood,* report of the Panel on Youth of the President's Science Advisory Committee (Washington, D.C.: Office of Science And Technology, June 1973).

Lewis, A. C., "Business as a Real Partner," *Phi Delta Kappan,* February, 1991, pp. 420-421.

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Waltner, J. C. (1992). "Learning from Scientists at Work," *Educational Leadership, March, 1992, 49.*

VII. Resource List

Blair, L. H., P. J. Brounstein, H. P. Hatry, and E. Morely (1990). *Guidelines for School-Business Partnerships in Science and Mathematics.* Washington, D. C.; The Urban Institute.

Chambers, D.S. & Drier, H.N. (1993). *Equity Resource Material Guide*, Career, Education and Training Associates, Inc., 1236 Langston Drive, Columbus, OH 43220.

Chambers, D.S. & Drier, H.N. (1993). *Equity, Bias and Stereotyping Reduction Literature Review*, Career, Education and Training Associates, Inc., 1236 Langston Drive, Columbus, OH 43220.

The National Career Guidelines, National Occupational Information Coordinating Committee (NOICC), 2100 M Street N. W. Suite 156, Washington D.C. 20037, (202) 653-5665.

Equity and Guidance Series

The following are short descriptions of ten new publications produced to promote opening all options for youth during their career decision-making and life-planning activities. The series attempts to provide a consistent and straight-forward message and helpful activities for all involved in the process.

Order #	Title	Description	Cost
D101	Equity, Bias, & Stereo-typing Reduction-A Literature Review (70 pages)	This review represents staff reviewing over 1,200 research, effective practice, publications, curriculum, staff training efforts, etc. and selecting over 400 abstracts around 12 different categories under one cover.	$10.00
D102	Equity Funding Resource Directory-Foundations, Corporations, and Organizations (100 pages)	This new directory is one of the most compact, targeted, and the most affordable document available nationally. Staff searched numerous very expensive existing resource guides, have now indexed and described the best groups for funding.	$12.00
D103	Equity Resource Materials Guide	Staff reviewed over 900 national curriculum, guidance, software, VCR and other visuals and documents that are current, available, and affordable. The 500 product descriptors are again organized by student age and priority equity issues.	$7.00
E201	Mentors Guide to Improved Equity in Student Decision Making	A targeted set of suggested methods for adult mentors to better assure that they keep all options open to students during advisement (30 pages)	$3.00 single
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E205	Parents Guide to Bias-Free Career Planning	An overview of barriers that could exist, the possible effects on students career planning, and offers timely ideas on how to model and advise their children at home (30 pages)	$3.00 single
E206	Student Guide to Bias-Free Career Planning	A direct advice-giving pocket guide for students to prepare them for possible bias in their surroundings and within their thinking and suggest ways of keeping their options open (30 pages)	$3.00 single
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